

express himself; has difficulty relating ideas in logical sequence and his speech is difficult to understand. He has average vocabulary for age and usually relates facts into meaningful ideas.

Please refer to the Speech/Language assessment for further information.

Please refer to the discussion of formal testing procedures in this report under Assessment of Educational Performance Levels.

#### Modifications in Testing Procedures

Based on the assessment of the student's language abilities, the remainder of the assessment was conducted in English.

Language proficiency abilities were considered in all test selections; therefore, standard assessment procedures were used.

#### PHYSICAL:

Assessment of the physical factor suggests that the student is in good general health with adequate vision and hearing.

Assessment of psychomotor functioning using the Bender suggests that John has a moderate visual perception problem for his mental age.

#### Modifications in Testing Procedures

The physical factor does not appear to affect this student's educational functioning.

#### EMOTIONAL/BEHAVIORAL:

##### Out of School Behavior:

The parent reports that John has a lot of anger.

##### In School Behavior:

Characteristics that may influence the student's learning include: continually disrupts classroom; is never attentive; is highly disorganized; becomes extremely excitable; avoided by others; rejects responsibility; seldom finishes even with guidance and is always rude.

##### Classroom Observation-Suspected LD Student:

The student was observed in the classroom by Marti Aratoni. Observational data indicates that John was playing with C Sarathopoulos throughout the lesson. The teacher re-directed him and gave him a chance to go to his desk or work in a small group; he did not make a decision.

##### Last Behavior and Observation:

John appeared for testing willingly. John was of average height and of average weight for John's age. Rapport was easy to establish and was maintained throughout testing. John was talkative, volunteered information and asked many questions, presenting a rather positive general affect. John was cooperative, helpful and appeared

self-motivated for task completion, working diligently on presented items. Even on tasks beyond John's ability John made persistent attempts and fully utilized the allotted time. John maintained a task oriented approach throughout testing. Response style was more reflective than impulsive. Problem solving skills were of a trial and error approach. Speech was intelligible. Language consisted of single words, phrases, and complete sentences. Testing was completed in three sessions. Eye contact was established. Receptive and expressive language were adequate for testing purposes. John exhibited good attending skills and contributed good effort toward testing. John was very responsive to verbal reinforcement. Fine motor coordination was adequate for the purpose of testing. Vision and hearing appeared adequate. Test results are considered an accurate estimate of John's functioning level at this time.

#### Modifications in Testing Procedures

The Emotional/Behavioral factor does affect this student's educational functioning.

Emotional/Behavioral factors resulted in modification of test procedures to include: allowing unusual student freedom of movement during testing.

#### SUMMARY STATEMENT

Characteristics of the student's behavior, as manifested in in-school, and out-of-school settings do appear to influence John's EDUCATIONAL PLACEMENT, PROGRAMMING, or DISCIPLINE.

#### SOCIOLOGICAL

##### Family History

The student lives with his grandmother and 2 siblings.

##### Educational History

The student has attended Jefferson school since kindergarten. School records indicate good attendance.

The student is currently enrolled as a Special Education student in Speech under the Speech Impaired handicapping condition.

Refer to the Sociological for further information.  
Language of instruction for this student has been consistent.

#### SUMMARY FACTORS

Cultural and/or Lifestyle factors DO NOT influence the student's learning or behavioral pattern. Explanation: No significant factors are identified in the sociological data.

The student's sociological status indicates DOES NOT indicate a LACK OF PROVIDING EDUCATIONAL OPPORTUNITIES. Explanation: No significant factors are identified in the sociological data.

# INTELLECTUAL:

Intellectual information is analyzed and interpreted in light of data collected in the previous sections. IQ determinations are made using measures from the State Board of Education approved list.

Wechsler Intelligence Scale for Children-Third Edition (WISC-III)  
Results to be used for diagnostic purposes only.

VIQ: 107 PIQ: 106

FSIQ: 107

## VERBAL SCALED SCORES

Information	10
Similarities	12
Arithmetic	14
Vocabulary	8
Comprehension	12
Digit Span	13

## PERFORMANCE SCALED SCORES

Picture Completion	12
Coding	8
Picture Arrangement	9
Block Design	13
Object Assembly	12

# Results and Interpretations:

## WISC-III

John's performance on the WISC-III indicates that John is presently functioning overall in the average range of intelligence. Verbal comprehension skills are in the average range of intelligence. Perceptual organizational skills are in the average range of intelligence. Comparison of verbal comprehension skills and perceptual organizational skills indicates no significance. Analysis of the profile of Verbal subtest scores indicates a relative strength in arithmetic reasoning and a relative weakness in general expressive word knowledge. Analysis of the performance subtest scores indicates a relative strength in nonverbal problem solving and a relative weakness in visual perceptual motor.

## ADAPTIVE BEHAVIOR

Further observations and additional information obtained from teachers and parents indicate adaptive behavior to be adequate for the student's chronological age.

## SUMMARY OF PSYCHOLOGICAL ASSESSMENT

The WISC-III is considered the best indicator of the student's intellectual ability.

## ASSESSMENT OF EDUCATIONAL PERFORMANCE LEVELS

Sources of data:  
Psychosocial assessment

Date  
11/29/94

TEST RESULTS:

Bender Visual Motor Gestalt Test  
(Watkins normal)

Time: 3 minutes 45 seconds

Errors: 6

MA Interpretation: Moderate  
CA Interpretation: Normal

Wide Range Achievement Test-Revised (WRAT-R)

	GE	%ILE	SS
Spelling	5	68	107

Woodcock-Johnson Tests of Achievement-Revised (WJ-R)

	GE	AE	%ILE	SS
Standard Battery				
Letter-Word ID	4.7	9-11	44	98
Passage Comprehension	4.2	9-9	39	96
Calculation	5.4	10-9	64	105
Applied Problems	7.4	12-9	88	118
Dictation	3.1	8-6	19	87
Writing Samples	3.3	8-8	29	92
Supplemental Battery				
Proofing	3.7	9-1	28	91
Standard Battery Clusters				
Broad Reading	4.5	9-10	41	97
Broad Mathematics	6.0	11-4	80	112
Broad Writ. Lang.	3.2	8-7	16	85
Supplemental Battery Cluster				
Basic Writing Skills	3.4	8-10	20	87

Woodcock Language Proficiency Battery-Revised

	GE	AE	%ILE	SS
Oral Language Cluster	4.8	10-3	47	99
Memory for Sentences	4.6	9-6	43	97
Picture Vocabulary	4.2	9-7	35	95
Oral Vocabulary	6.7	12-7	80	110
Listening Comp.	3.1	8-7	27	91
Verbal Analogies	6.2	11-8	70	108

CRITICAL FINDINGS AND INTERPRETATIONS:Severe Discrepancy:

The intelligence measure used to determine a Severe Discrepancy is the WISC-III with a mean of 100 and a standard deviation of 15. The Severe

Discrepancy determination is based upon a comparison of achievement standard scores with the student's intelligence score of 107.

**Bender**

John's error score indicates a no degree of deficit based on John's chronological age, with moderate degree of deficit based on John's mental age. John's errors include: dashes and commas for dots or circles; substitutions and perseveration.

**WLPB-R**

John's performance on the Woodcock Language Proficiency Battery-Revised indicates that John's academic achievement in oral language is commensurate with John's level of intellectual functioning.

**WJ-R**

John's performance on the WJ-R indicates that John's academic achievement in Written Language is not commensurate with John's level of intellectual functioning. An educational deficit was noted in the following area: Written Language

**WRAT-R**

John's performance on the WRAT-R indicates that John's academic achievement in Spelling is not commensurate with John's level of intellectual functioning.

The student demonstrates significant educational deficits in the area(s) of:

Written Expression

Listening Comprehension

The student appears to meet specific eligibility criteria for special education services based upon the attached eligibility reports for the following handicapping condition: Learning Disabled.

Marilee Aratoon  
Marilee Aratoon, M.Ed.  
Educational Diagnostician  
01/09/95



HOUSTON INDEPENDENT SCHOOL DISTRICT  
3830 Richmond Avenue Houston, Texas 77027  
(713) 861-1217

CHILD STUDY BUREAU  
COMPREHENSIVE INDIVIDUAL ASSESSMENT  
Report Date: 1/09/95

NAME: Ramirez, John	ID: 446042
DOB: 6-27-84	SCHOOL: Jefferson Elem.
CA: 10-5	GRADE: Fifth
SEX: Male	PARENT: Lupe Alejandro
ETHNICITY: Hispanic	ADDRESS: 4410 Fulton, #5
EXAMINER: Martivee Anatoon, M.Ed. Educational Diagnostician	PHONE: 691-5572

PART II: ASSESSMENT OF LEARNING COMPETENCIES

Sources of Data:  
Criterion: Curriculum Referenced  
and Other Measures

Date:

Psychoeducational Assessment

11/29/94

Wide Range Achievement Test-Revised (WRAT-R)

Woodcock-Johnson Tests of Achievement-Revised (WJ-R)

Woodcock Language Proficiency Battery-Revised

ANALYSIS OF STRENGTHS AND WEAKNESSES  
SUBJECT MATTER/SKILL AREA

ACADEMIC/DEVELOPMENTAL:

WRITTEN EXPRESSION

Strengths:

- Draw geometric shapes and marks resembling letters.
- Write upper and lower case letters of the alphabet.
- Write upper and lower case letters of the alphabet and words from dictation.

Weaknesses:

- Write complete sentences to convey ideas.
- Write short paragraphs which describe and/or explain.
- Copy written sentences correctly.
- Recognize and apply the rules for capitalization and punctuation.
- Recognize and apply the rules for grammar and spelling.

LISTENING COMPREHENSION

Strengths:

- Identify key facts.
- Associate sounds with objects, animals, people, and situations.
- Respond appropriately to action words.

**Weaknesses**

- Follow oral directions which require comprehension on directional and positional concepts.
- Execute 3 verbal directions in sequential order.
- Repeat digits, words, phrases, and sentences from memory.
- Detect likenesses and differences, cause and effect relationships in what he hears and sees.
- Make comparison in sizes, colors, shapes, and sounds.
- Listen attentively and respond appropriately.
- Respond appropriately to concrete and abstract questions.

Recommended adaptations/modifications of instructional content, settings, methods or materials in REGULAR and other special and COMPENSATORY EDUCATION PROGRAMS (including regular physical education, if needed) required by the student to achieve and maintain satisfactory progress:

**"MODIFICATIONS -"**

- Changes in pace of instruction
- Short Answer Tests
- Modified tests
- Leave class for resource assistance
- Shorten Assignments
- Assignment notebooks
- Study sheets
- Reduce pencil/paper tasks
- Oral directives with visual
- Changes in requirements of essential elements
- Changes in projects or report requirements

**Assistive Technology**

Assistive technology needs were considered and based on the previously addressed competencies:

Assistive technology devices and services are not recommended at this time.

Recommended adaptations/modifications of instructional content, settings, methods, or materials that can only be provided through SPECIAL EDUCATION SERVICES (including adapted physical education, if indicated) REQUIRED by the student to achieve and maintain satisfactory progress:

Adaptive curriculum  
 Adaptive testing  
 Additional time to complete  
 Additional support

**READING CRITERIA**

The student's disability appears to significantly interfere with his ability to meet regular master level standards. Therefore, standards for

determining passing grades and maintaining extracurricular eligibility will be based on revised grading criteria for the following subjects:

SUBJECT AREA  
Written Expression

REVISION  
70% of functioning level

TAAS RECOMMENDATIONS

Based on the results of this assessment, it is recommended that John may be exempt from the TAAS in composition.

Martine Aratoon  
Martine Aratoon, M.Ed.  
Educational Diagnostician  
01/09/95



CHILD STUDY BUREAU  
CENTRAL MDT REQUEST FORM

STUDENT NAME John Ramirez DOB 6-29-84  
STUDENT ID 446042 GRADE 5  
CAMPUS Jefferson  
SPECIALIST Madi Aratoon/E. Ford

TYPE OF CASE: (Circle the appropriate case)

Possible MR Possible ED Re-eval Label Change

Transfer (out of District) Bilingual ECH LD-UIQ/PIO

OUTCOME: (To be completed by CMDT Chairperson)

Documented disruptive behavior  
warrant the appropriateness for a  
Psychiatric Eval.

Additional Testing Recommended

YES

NO

CMDT MEMBERS:

DATE OF CMDT: 02/03/95

Robert G. Kourt  
Madi Aratoon  
Madi Aratoon  
Glennice Ford, P.D.

Specialist Assigned (To be completed by Director)

Assignment

Reviewed by

COPY

Name: JOHN RAMIREZ

ID:

Page: 1

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Sex: M

Examiner: ABATOON

Testing Date: 11/29/94

Birth Date: 06/29/84

Age: 10 years 5 months

Grade Placement: 5

Years Retained: 0

Years Skipped: 0

Years of Schooling: 5.0

School/Agency: JEFFERSON

Teacher/Dept:

City:

State:

Adult Subjects

Education:

Occupation:

Other Info:

Glasses:

Hearing Aid:

Used:

Used:

Test Name	Raw Score	W	Age Equiv.	Grade Equiv.	EMI	SS	PR
Memory for Sentences	45	498	9-6	4.6	87/90	97	43
					-1 SEM	91	27
					+1 SEM	103	58
Picture Vocabulary	32	497	9-7	4.2	84/90	95	36
					-1 SEM	89	23
					+1 SEM	101	53
3. Oral Vocabulary	23	509	12-1	6.7	96/90	113	80
					-1 SEM	107	68
					+1 SEM	119	90
PREHENSION-KNOWLEDGE (Gc)	---	503	10-9	5.3	92/90	103	58
					-1 SEM	99	47
					+1 SEM	107	68
Listening Comprehension	23	490	8-7	3.1	77/90	91	27
					-1 SEM	84	14
					+1 SEM	98	45
Verbal Analogies	14	507	11-8	6.2	95/90	108	70
					-1 SEM	102	55
					+1 SEM	114	82
AL LANGUAGE	---	500	10-3	4.8	89/90	99	47
					-1 SEM	96	39
					+1 SEM	102	55

Form A was used to obtain Achievement Scores

Letter-Word Identification	40	495	9-11	4.7	85/90	98	44
					-1 SEM	94	34
					+1 SEM	102	55

Test Name	Raw Score	W.	Age Equiv.	Grade Equiv.	RMI	SS	PR
1. Passage Comprehension	31	493	9-9	4.2	82/90	96	39
					-1 SEM	91	27
					+1 SEM	101	53
22. Calculation	23	503	10-9	5.4	93/90	105	64
					-1 SEM	101	53
					+1 SEM	109	73
25. Applied Problems	38	514	12-9	7.4	98/90	118	82
					-1 SEM	113	81
					+1 SEM	123	94
26. Dictation	27	481	8-6	3.1	58/90	87	19
					-1 SEM	82	12
					+1 SEM	92	30
27. Writing Samples	15-W	492	8-8	3.3	79/90	92	29
					-1 SEM	87	19
					+1 SEM	97	42
ROAD READING	---	494	9-10	4.5	84/90	97	41
					-1 SEM	94	34
					+1 SEM	100	50
ROAD MATH (Gr)	---	508	11-4	6.0	96/90	112	80
					-1 SEM	108	70
					+1 SEM	116	86
ROAD WRITTEN LANGUAGE	---	486	8-7	3.2	68/90	85	16
					-1 SEM	81	10
					+1 SEM	89	23
SILLS (E Dev)	---	497	10-2	4.8	88/90	98	45
					-1 SEM	95	37
					+1 SEM	101	53
I. Proofing	?	490	9-1	3.7	73/90	91	28
					-1 SEM	87	19
					+1 SEM	95	37
MATHEMATICS REASONING	---	486	B-10	3.4	66/90	87	20
					-1 SEM	84	14
					+1 SEM	90	25

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WEST OSO INDEPENDENT SCHOOL DISTRICT  
SPECIAL EDUCATION PROGRAM  
5050 ROCKFORD DRIVE  
CORPUS CHRISTI, TEXAS 78416

V. Frazier  
Parent  
File

**CONTACT REPORT**

Student's Name: John Ramirez D.O.B. 6-29-84 DATE: 4-3-95

School: Carl Allen Initial ☐ Follow-Up ☒

Person(s) Contacted: Specialist Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Type of Services: Speech Therapy

Location: Home ☐ School ☐ Other ☒ Phone

Purpose: Follow Up Research about procedures  
for Tongue ~~the~~ Surgery for short frenum

OBSERVATION AND/OR RECOMMENDATIONS:

- 1) ESC-II
    - a) must be an educational need
    - b) try tongue strengthening exercises
    - c) try pediatrician for referral
  - 2) Coastal Bend S, L Center
    - a) tongue strengthening exercises
    - b) pediatrician
  - 3) Greenwood Home Health Clinic - they are preventative only - try Driscoll Hosp.
  - 4) Driscoll Hosp.
    - a) go through family pediatrician, Driscoll Health Center, Family Practice doctors, or ENT.
- Driscoll also has financial counselors  
Amendy Speech Therapist (ear nose throat)

Signature (Person Completing Report)

Date 4-3-95



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CHILD STUDY

Comprehensive Individual Assessment  
Speech Handicapped Eligibility ReportStudent Ramirez, John D.O.B. 6/29/84I.D. Number 4116042 Sex M Ethnic HSchool 6/29/84 Grade 3

- ☒ Initial Assessment  
☐ Reevaluation  
☐ Special Request by ARD Committee  
☐ Request by Evaluation Specialist

## \*DATA INFORMATION

Data Source (Name of Formal Test Instrument)	Assessment Date	Comments
PPVT-R (L)	5/21/93	SS=74 AE=6-4 <i>Score: 4</i>
EOWPVT-R	5/21/93	SS=93 AE=7-10 <i>Score: 32</i>
UTAH Test of Lang. Dev.	5/21/93	Lang. Age: 9-4
GFTA	5/21/95	<i>moderate</i>
TONI-2	5/93	IQ=105 <i>yes</i>

\*Attach Speech/Language Report and appropriate Severity Rating Scales.



YES

NO

\*The student has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects his/her educational performance.

\*Type of impairment:

Articulation Exp & Acc. Vocabulary  
Language

\*Severity of impairment:

moderate/moderate

\*Degree to which the communication disorder affects the student's performance in the classroom, resulting in an educational need for speech therapy services:

Articulation skills limit academic and communication  
functioning. Language in area of vocabulary may  
limit academic & communication functioning

Celia Rodriguez  
Speech Therapist
5/21/93

Date

sp/ed/gi

HOUSTON INDEPENDENT SCHOOL DISTRICT - SPECIAL EDUCATION DEPARTMENT

SPEECH AND LANGUAGE ASSESSMENT REPORT

40.0000 REV. 8-81

NAME Romney, John (last) John (first) ID# 446042 Birthdate 6/29/84 Race W  
 School Gifferson Grade/Class 3 Guardian(s) Patricia Romney Sex M  
 Address 4411 Footh #55 Telephone: Home 648-5572 Work (none) Language English Dominance Right  
 AS 1/8/91 (English) (level) Spanish N Hearing 20/30 Vision 20/30 Background Data: 9/23/92 (date) 30 (status) 9/23/92 (date)

<input checked="" type="checkbox"/>	Initial Evaluation
<input type="checkbox"/>	Annual Re-assessment
<input type="checkbox"/>	3 year Re-evaluation
<input type="checkbox"/>	Dismissal
<input type="checkbox"/>	Handicapping Label(s)

Peripheral Speech Mechanism: Lips ☒ Tongue ☒ Jaw ☒ Teeth ☒ Hard Palate ☒ Velum ☒ Comments:

Type of Disorder: Articulation Severity: Moderate Comments: All appears to adequate for speech production - except for tongue - function affected at articulation point - & limiting tongue movement.

Last ARD/IEP date — Last Speech Evaluation date —  
 Chronological Age 8-11 Intellectual TONI-2/105/5/93 Estimated Mental Age/Functioning 9-2

Date	Test	Results/Scores
12/1/93	PPT-R (L)	SS = 74 AE = 6-4 Tonale = 4
12/1/93	EDW PVT-R	SS = 93 AE = 7-10 Tonale = 32
12/1/93	UTAH Test of lang. Dev.	Language = 9-4
12/1/93	GFTA	moderate x 100 - 100 x 100 b/v 100 x/r 100 x/s 100
12/1/93	Language Sample	Syntax appropriate for age. Unintelligible speech was observed at conversational level.

(over)



Observation of language/speech in other than test setting:

Summary and Recommendations: An oral physical examination revealed a tight "pennum" which hampers movement of tongue. Tongue tests revealed overall language skills to be commensurate with F.M.T. and a moderate deficit in expressive & receptive vocabulary at the oral word level. Articulation test revealed a moderate deficit with errors of phonemes characteristic by deletion, omission & substitution. During conversation, it was observed that John's speech was difficult to understand. This may be due to the "tight" pennum & poor placement of the tongue. It is recommended that John receive therapy in areas of articulation & vocabulary. Articulation can not be substituted with pennum in clinical setting as therapy to promote more to proper placement for quick production. Functional implications for the educational process: Articulation skills. Limit academic and communicative functioning. Vocabulary skills may limit academic and communicative functioning.

Specific learning competencies related to identified needs: Overall language skills are commensurate with test

Instructional strategies: 1. Use multi-sensory approach to therapy. 2. Make student aware of correct placement of articulators for speech production. 3. Provide activities to stimulate correct production of target phonemes. 4. Provide activities to stimulate vocabulary at the oral word level in receptive and expressive language

Severity rating scale(s) attached ☒ yes ☐ no  
Additional information attached ☒ yes ☐ no

Patricia K. Rulnic  
Speech/Language Therapist

5/21/93  
Date of Report

HOUSTON INDEPENDENT SCHOOL DISTRICT  
SPECIAL EDUCATION  
BUREAU OF FIELD SUPPORT, ARD/IEP SERVICES  
SPEECH/LANGUAGE THERAPY PROGRAM

LANGUAGE SEVERITY RATING SCALE

NAME: John Conley

DOB: 6/29/84

DATE: 5/21/93

CRITERIA	DESCRIPTOR	SEVERE	MODERATE	MILD TO NORMAL
Students with moderate or severe receptive or expressive disorders are eligible for speech therapy.  Eligibility will be determined on an individual basis for students with mild disorders.		Communication skills are severely limited. This could range from no usable language to unintelligible speech and language. Language functioning is severely impaired in one or more of the following areas: auditory skills, syntax, semantics, pragmatic skills.	Communication skills are moderately limited. Language functioning is moderately impaired in one or more of the following areas: auditory skills, syntax, semantics, pragmatic skills.	Language functioning may be different from the norm, but it is functional.
Language scores of more than one standard deviation below the assessed mental functioning on a non-verbal IQ test are necessary to qualify a student as Speech Handicapped. The Goodenough Harris Drawing Test can be used if an IQ is not available.	SCORES	Pre-K  One or more must be documented: - standard scores of 70 and below. - %ile below the 5th. - language age scores of more than 1½ years below CA.	Pre-K  One or more must be documented: - standard scores between 71 and 84. - %ile between 5th and 14th. - language age scores between 1 and 1½ years below CA.	Pre-K  One or more must be documented: - standard scores of 85 and up. - %ile at 15th and above. - language age scores less than 1 year below CA.
There may be an occasion when a student does not fall within the above criteria but in the clinical judgement of the Speech/Language Therapist, the student is felt not to have adequate communication skills and therefore needs language services. When possible, additional testing should be used to support clinical judgement.	SCORES	Grades K-12  One or more must be documented based on assessed IQ on a nonverbal test: - standard scores of more than 30 points below IQ. - %ile scores of less than 5th. - language age scores of more than 1½ years below mental age.	Grades K-12  One or more must be documented based on assessed IQ on a nonverbal test: - standard scores of more than 15 points below IQ. - %ile between 5th and 20th. - language age scores between 1 and 1½ years below mental age.	Grades K-12  One or more must be documented based on assessed IQ on a nonverbal test: - standard scores of less than 15 points below IQ, and/or 85 and up. - %ile scores over 20th. - language age scores less than 1 year below mental age.

FOURPT

%ile scores over 20th.

language age scores less than 1 year below mental age.

UTAH

FOURPT

language age scores between 1 and 1½ years below mental age.

FOURPT

language age scores of more than 1½ years below mental age.




HOUSTON INDEPENDENT SCHOOL DISTRICT  
SPECIAL EDUCATION  
BUREAU OF FIELD SUPPORT, ARD/IEP SERVICES  
SPEECH/LANGUAGE THERAPY PROGRAM  
ARTICULATION SEVERITY RATING SCALE

NAME Ramirez, John  
D.O.B. 6/29/84

DATE 5/21/93

CRITERIA

ELIGIBILITY: Students with moderate and severe disorders are eligible for speech therapy.  Eligibility will be determined on an individual basis for students with mild disorders.  Scores more than one standard deviation below the mean for his/her age level on a norm-referenced test of articulation.  There might be occasions when a student does not fall within this criteria but in the clinical judgment of the Speech/Language Therapist, it is felt that the student has an articulation disorder. When possible, additional testing of a standardized nature should be used to support clinical judgment.  EXIT:  A student will be dismissed if one or more of the following is demonstrated: - IEP goals are met. - performance is at expected levels. - therapy attendance is sporadic (50% of therapy is missed). - poor motivation interferes with therapy progress.	DESCRIPTOR	SEVERE	MODERATE	MILD TO NORMAL
	INTELLIGIBILITY PHONEME ERROR	<p>Articulation interferes with the individual's ability to appropriately interact and respond in learning and/or school situations. Speech intelligibility is noticeably affected. Environment and/or student concern is evident.</p> <p>Less than 50%</p> <p>Six or more phonemes consistently in error. Vowel distortion is present.</p> <p>The student: - is not stimulable for error phonemes. - is not expected to achieve spontaneous acquisition.</p> <p>Articulation seriously limits communicative, academic, and/or emotional functioning.</p> <p>60-120 minutes direct and /or indirect therapy per week.</p>	<p>Articulation limits the individual's ability to participate in learning and/or social situations. Intelligibility may or may not be affected. Some level of student, parent, and/or teacher concern is evident.</p> <p>50% to 80%</p> <p>Four or five phonemes consistently in error vowel distortion may be present.</p> <p>The student: - may be stimulable for error phonemes. - is not expected to achieve spontaneous acquisition.</p> <p>Articulation interferes with communicative, academic and/or emotional functioning.</p> <p>80-90 minutes direct and/or indirect therapy per week.</p>	<p>Articulation minimally interferes the individual's ability to participate school learning and/or social situation. One or two misarticulated phonemes may be present. Phonological development is close to normal maturational stages.</p> <p>80% - 100%</p> <p>Three or less phonemes in error consistently in error. No vowel distortions.</p> <p>The student: - may be stimulable for error phonemes. - may be expected to achieve spontaneous acquisition.</p> <p>Articulation has little or no impact on communicative academic, and/or emotional functioning.</p> <p>Service for mild disorders will be determined on an individual basis. 30 minutes direct and/or indirect per week, or service on a consultation basis. Reassess periodically as needed.</p>
	STIMULABILITY			
	FUNCTIONAL IMPLICATIONS			
	DELIVERY MODEL SERVICE			

CRITERIA	FUNCTIONAL IMPLICATIONS	SEVERE	MODERATE	MILD TO NORMAL
SERVICE DELIVERY MODEL	<p>  <b>IDEA:</b>                      A student will be dismissed if he demonstrates one or more of the following:                      - language scores are within the normal range.                      - language scores are commensurate with nonverbal IQ.                      - language scores are commensurate with mental age.                 </p>	<p>Language skills seriously limit communicative and academic functioning.</p> <p>60-120 minutes direct and/or indirect therapy per week.</p>	<p>Language skills interfere with communicative and academic functioning.</p> <p>60-90 minutes direct and/or indirect therapy per week.</p>	<p>Little or no interference with communication.</p> <p>Service for mild disorders will be determined on an individual basis. Reassess periodically as needed.</p>

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HOUSTON INDEPENDENT SCHOOL DISTRICT  
HEALTH AND MEDICAL SERVICES  
Referral Information

John H. Ramirez  
FULL NAME OF CHILD

PHONE \_\_\_\_\_

ADDRESS (Including Zip Code) \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

SCHOOL \_\_\_\_\_

SEX \_\_\_\_\_

GRADE AND TYPE OF CLASS \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

FATHER'S NAME \_\_\_\_\_

NAME OF LEGAL GUARDIAN \_\_\_\_\_

Person Making The Referral Stiles

Position Teacher

Informant Spencer

Date Form Filled Out 1/23/95

PHYSICAL FINDINGS:

Hearing: Normal \_\_\_\_\_ Vision: L 20/ \_\_\_\_\_ Right 20/ \_\_\_\_\_

Loss L \_\_\_\_\_ Loss R \_\_\_\_\_

PERTINENT HISTORY:

Please be brief and specific.

1. What undesirable behaviors does this student exhibit at school?  
(Please give examples of behavior)

In my 4th grade class, John was constantly disruptive verbally & at times he was physically disruptive. He had a hard time sitting at his desk & completing work & he also had to do things "his" way so rules & instructions were hard for him to follow. His ~~his~~ behavior around other children was undesirable as he did a lot of namecalling & gesturing to others.



Referral Information Sheet  
Page 2

2. At school, is there any identifiably consistent event, situation, or occurrence that seems to bring on this behavior? Does it occur in certain places? Please be specific with examples.  
He could not work well with others (such as cooperative groups) + routines in hallway such as going to restrooms or cafeteria seemed to fuel his disruptive behavior.
3. What approaches have been tried in dealing with this student? Please list at least 3 approaches if behavior management has been used, specify clearly.  
① Pairing up with another student.  
② Sitting at a table with plenty of room + allowing his hands to be busy while listening to instructions.  
③ Responsibility of a "manager's job".
4. What approaches have been successful? Please specify with examples.  
Giving John room + freedom to move about while instruction is being given (#2 from above) - for example, folding paper into shapes didn't keep him from completing assignments.
5. What approaches have been least successful? Please specify with examples.  
Pairing up with another student. Inevitably, phrases such as "shut up" or "that's dumb" come out of his mouth!
6. What are this student's chief assets? (or strengths - every child has some!)  
Manipulative skills! Curiosity!
7. What problems does parent identify with student at home? What joint approaches have been used between school and home?  
Getting into trouble around apartment complex after when he doesn't have structured activities + talking back to adults. Most joint approaches I used ~~was~~ included reward charts for homework + chores completed - this was short-lived, however.
- Please attach documentation of classroom behaviors/discipline cards.



Scanned Jun 18, 2013

Music  
5th

THOMAS JEFFERSON ELEMENTARY SCHOOL  
STUDENT BEHAVIOR REPORT

Student John Ramirez

Date 9/29/94

Parents \_\_\_\_\_

Phone \_\_\_\_\_

- ☒ I did not pay attention in class.
- ☐ I talked during class.
- ☐ I did not bring materials (pen, pencil, paper, notebook, textbook) to class.
- ☒ I did not stay in my assigned seat.
- ☐ I refused to follow directions.
- ☐ I did not do my homework.
- ☐ I was tardy to class.
- ☐ I was eating in class.
- ☐ I was cheating in class.
- ☐ I did not complete my classwork.
- ☒ I disrupted class by my conduct. (hit someone on shoulder)
- ☐ Other Turned cartwheel in Music Room

I understand that failure to follow classroom rules and regulations may cause me to fail and/or be suspended from school.

John Ramirez  
Student's Signature

computer

HOUSTON INDEPENDENT SCHOOL DISTRICT  
HEALTH AND MEDICAL SERVICES  
Referral Information

Ramirez, John  
FULL NAME OF CHILD

PHONE \_\_\_\_\_

ADDRESS (Including Zip Code) \_\_\_\_\_

6-29-84  
DATE OF BIRTH

Jefferson  
SCHOOL

Male  
SEX

5  
GRADE AND TYPE OF CLASS

FATHER'S NAME \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

NAME OF LEGAL GUARDIAN \_\_\_\_\_

Person Making The Referral Stiles

Position Teacher

Informant Tate

Date Form Filled Out January 23, 1995

PHYSICAL FINDINGS:

Hearing: Normal 8-29-94 Vision: L 20/ W Right 20/ 200

PERTINENT HISTORY: Loss L \_\_\_\_\_ Loss R \_\_\_\_\_

Please be brief and specific.

1. What undesirable behaviors does this student exhibit at school?  
(please give examples of behavior)

John takes little self-initiative and/or too little self-discipline. He must be told repeatedly, easy to follow instructions. (Example: During my class, John must leave for speech. He never, on his own, leaves. When another student reminds him, he still sits until I tell him a couple of times.) (Example: Each time he uses the computer which is normally one to two times per week, he must be told how to work the mouse & or chat down.

Referral Information Sheet  
Page 2

2. At school, is there any identifiably consistent event, situation, or occurrence that seems to bring on this behavior? Does it occur in certain places? Please be specific with examples.

See #1, re leaving for speech.

3. What approaches have been tried in dealing with this student? Please list at least 3 approaches if behavior management has been used, specify clearly.

He has been teamed with other students. In my class, except for not wanting to leave, John is not a behavior problem except occasionally he walks around which I have noticed so long as he is not disruptive.

4. What approaches have been successful? Please specify with examples.

John enjoys working with another student for a while & then wants to be on his own. This has been successful by its a pair. Also, letting him move around, ~~and~~ with reason, seems to be beneficial.

5. What approaches have been least successful? Please specify with examples.

Trying to ~~make~~ <sup>rely</sup> on self-governing even with praise, but, etc.

6. What are this student's chief assets? (or strengths - every child has some!)

He is a nice boy who wants to please, even though at times he goes about it all wrong. He seems accepted by peers while in team.

7. What problems does parent identify with student at home? What joint approaches have been used between school and home?

I'm not aware of any as I have not spoken with the parents.

Please attach documentation of classroom behaviors/discipline cards.

HOUSTON INDEPENDENT SCHOOL DISTRICT  
HEALTH AND MEDICAL SERVICES  
Referral Information

Ramirez, John  
FULL NAME OF CHILD

PHONE \_\_\_\_\_

ADDRESS (Including Zip Code) \_\_\_\_\_

6-29-84  
DATE OF BIRTH

Jefferson  
SCHOOL

Male  
SEX

5  
GRADE AND TYPE OF CLASS

FATHER'S NAME \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

NAME OF LEGAL GUARDIAN \_\_\_\_\_

Person Making The Referral Mrs. Stiles

Position Teacher

Date Form Filled Out 1/20/95 Informant Stiles - his 5th grade teacher.

PHYSICAL FINDINGS:

Hearing: Normal 8-29-94 Loss L \_\_\_\_\_ Vision: L 20/ 20 Right 20/ 20

Loss R \_\_\_\_\_

PERTINENT HISTORY:

Please be brief and specific.

1. What undesirable behaviors does this student exhibit at school?  
(please give examples of behavior)

John has a tremendous need to move, constant motion in the classroom. Also, he has great difficulty working cooperatively with others. He is not capable of continuing work on multi-step activities. He is disruptive in class both verbally and physically. He cannot follow instructions <sup>communicated</sup> verbally or in writing in a classroom setting. John never remembers his supplies, never does homework, never has notes signed, etc.



Referral Information Sheet  
Page 2

2. At school, is there any identifiably consistent event, situation, or occurrence that seems to bring on this behavior? Does it occur in certain places? Please be specific with examples.  
Cooperative grouping is usually difficult. Enrichment activities are ignored. Routines are very difficult to follow: bathroom breaks, lunch lines, speech.
  3. What approaches have been tried in dealing with this student? Please list at least 3 approaches if behavior management has been used, specify clearly. John has been given a great deal of special one-on-one attention: mentor program, volunteers for basketball & after school activities, Boy Scouts mentor, etc. In class, I have tried peer tutoring, positive reinforcements, management jobs in classroom, short term behavior goals established by him.
  4. What approaches have been successful? Please specify with examples. John seems happy & enthusiastic about his after school & mentor programs. All other attempts inside the classroom are helpful for the short term, but must be changed or modified constantly to remain effective.
  5. What approaches have been least successful? Please specify with examples. Peer tutoring or cooperative grouping. The other children are very flexible concerning John, but he is generally anti-social with peers.
  6. What are this student's chief assets? (or strengths - every child has some!) He is terrific with building things (legos, Erector sets, etc.). He is very curious & enjoys learning.
  7. What problems does parent identify with student at home? What joint approaches have been used between school and home? John's home environment is less than stable. Our "Communities in Schools" social worker can better describe what efforts have been made here.
- Please attach documentation of classroom behaviors/discipline cards.

Scanned Jun 18, 2013

HOUSTON INDEPENDENT SCHOOL DISTRICT

HEALTH AND MEDICAL SERVICES  
Referral Information

John H. Ramirez  
FULL NAME OF CHILD

PHONE \_\_\_\_\_

ADDRESS (Including Zip Code) \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

SCHOOL \_\_\_\_\_

SEX \_\_\_\_\_

GRADE AND TYPE OF CLASS \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

FATHER'S NAME \_\_\_\_\_

NAME OF LEGAL GUARDIAN \_\_\_\_\_

Person Making The Referral Shlez

Position Teacher

Informant Ruiz

Date Form Filled Out \_\_\_\_\_

PHYSICAL FINDINGS:

Hearing: Normal

Vision: L 20/ \_\_\_\_\_ Right 20/ \_\_\_\_\_

Loss L \_\_\_\_\_ Loss R \_\_\_\_\_

PERTINENT HISTORY:

Please be brief and specific.

1. What undesirable behaviors does this student exhibit at school?  
(please give examples of behavior)
  - a. John gets very upset with any slight change in schedule.
  - b. John disrupts class in order to get attention, he will yell out the teachers name over and over again until she gives him one on one attention.
  - c. John can not sit still for more than five minutes, even when he is having fun, it is really hard to keep him entertained in his work.



Referral Information Sheet  
Page 2

2. At school, is there any identifiably consistent event, situation, or occurrence that seems to bring on this behavior? Does it occur in certain places? Please be specific with examples.
3. What approaches have been tried in dealing with this student? Please list at least 3 approaches if behavior management has been used, specify clearly.
  - a. Teacher has assigned classroom jobs to student, he seems to enjoy it and takes his job very seriously.
  - b. Student has been referred to Communities in Schools (CIS).
  - c. Student has also been referred to the Police Activity League.
4. What approaches have been successful? Please specify with examples.

All approaches have seem to be successful in that the student has developed a close relationship to the teacher, the CIS worker, and the police officer. He has been able to open up and talk more about his problems.
5. What approaches have been least successful? Please specify with examples.

Punishing the student has not been to effective, he seems to just get upset and lose trust.
6. What are this student's chief assests? (or strengths - every child has some!)
- John is a very bright and active child. He is very creative and good at building things with his hands. John is a sweet child once you get to know him, he has been through a lot.
7. What problems does parent identify with student at home? What joint approaches have been used between school and home?

Parent gets easily agrevated with child. Gives him many chores to keep him busy. Keeps child from interacting with other children, could possibly explain why he does not get along so well with others. Many field trips have been taken with child to introduce him to new surroundings. CIS worker and officer have taken child out to meet friends. Teacher, Cis worker, and officer have met with mother.

Please attach documentation of classroom behaviors/discipline cards.

HOUSTON INDEPENDENT SCHOOL DISTRICT  
HEALTH AND MEDICAL SERVICES  
Referral Information

Ramirez, John  
FULL NAME OF CHILD

PHONE \_\_\_\_\_

ADDRESS (Including Zip Code) \_\_\_\_\_

6-29-84  
DATE OF BIRTH

Jefferson  
SCHOOL

Male  
SEX

5  
GRADE AND TYPE OF CLASS

FATHER'S NAME \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

NAME OF LEGAL GUARDIAN \_\_\_\_\_

Person Making The Referral Stella

Position Teacher

Date Form Filled Out \_\_\_\_\_ Informant Dr. Smith

PHYSICAL FINDINGS:

Hearing: Normal 8-29-94 Loss L \_\_\_\_\_ Vision: L 20/20 Right 20/20  
Loss R \_\_\_\_\_

PERTINENT HISTORY:

Please be brief and specific.

I. What undesirable behaviors does this student exhibit at school?  
(please give examples of behavior)

Lack of attention, and not "on task"  
disrupts (such as bothering other  
students)



Referral Information Sheet  
Page 2

2. At school, is there any identifiably consistent event, situation, or occurrence that seems to bring on this behavior? Does it occur in certain places? Please be specific with examples.  
*Seems to lose concentration & attention in group activities*
3. What approaches have been tried in dealing with this student? Please list at least 3 approaches-if behavior management has been used, specify clearly.  
*Talked to him, encouraged him to concentrate*
4. What approaches have been successful? Please specify with examples.
5. What approaches have been least successful? Please specify with examples.
6. What are this student's chief assets? (or strengths - every child has some!)  
*Most of the time he has a good attitude.*
7. What problems does parent identify with student at home? What joint approaches have been used between school and home?

Please attach documentation of classroom behaviors/discipline cards.

*Only 1 Behavior Report this year -  
attached*

HOUSTON INDEPENDENT SCHOOL DISTRICT  
EXCEPTIONAL EDUCATION DEPARTMENT  
ADMISSION, REVIEW, AND DISMISSAL (ARD)/INDIVIDUAL EDUCATIONAL PLAN (IEP)  
COMMITTEE REPORT

40.6502  
Rev.1994

Name: Sanirey, John ID#: 446042 \*Date of Meeting: 2-17-95  
Date of Birth: 6-29-84 Age: 10-16 School: Jefferson El.  
Home School: Jefferson El. Grade: 5th  
Parent/Guardian/Surrogate Parent: Guadalupe Alejandro Home Phone: 691-5572  
Address: 4411 Fenton #28 Work Phone: 699-4733  
City: Houston Zip Code: 77009 Chairperson: J. Richards

☐ Parent/Guardian/Surrogate Parent/Adult Student is not present, but permission is given to proceed with ARD.  
☒ YES ☐ NO \*An Interpreter was used to assist in conducting the meeting. If yes, specify:

English  
LANGUAGE or Mode of Communication

Not Applicable  
\*SIGNATURE OF INTERPRETER

TITLE

Check (✓) all appropriate spaces:  
I. The Purpose of this meeting is to  
☒ Identification ☒ Placement ☒ Initiate ☐ Change ☒ Review or discuss:  
☐ Evaluation ☐ Discipline ☐ Program (IEP) ☐ Extended Year Services ☐ Promotion  
☐ Other: ☐ Student progress ☐ Dismissal ☐ Transition (ITP)

II. REVIEW OF ASSESSMENT DATA (check (✓) if applicable)

☒ Assessment Reports

Comprehensive Individual Assessment (CIA):

DATE(S) OF REPORT(S)

Speech/Language Assessment:

Psychological/Psychiatric:

☐ Assessment(s) for related services. Specify:

NAME OF SERVICE

DATE OF REPORT

NAME OF SERVICE

DATE OF REPORT

NAME OF SERVICE

DATE OF REPORT

NAME OF SERVICE

DATE OF REPORT

Vocational assessment:

DATE OF REPORT (LV 1)

DATE OF REPORT (LV 2)

DATE OF REPORT (LV 3)

☐ Other Agency/Professional:

☒ Yes ☐ No \* Referral for Additional Assessment(s)

TYPE OF REPORT

DATE

TYPE OF REPORT

DATE

ASSESSMENT NEEDED

SPECIFY TIMELINE FOR COMPLETION

ASSESSMENT NEEDED

SPECIFY TIMELINE FOR COMPLETION

Student is classified as LEP

☐ Yes ☒ No

Student is currently enrolled in

☒ Regular Class ☐ Exceptional Education Class ☐ Bilingual Class ☐ ESL class

III. \* ELIGIBILITY:

☒ A. Student meets TEA and Federal eligibility criteria for the disabling conditions of:  
1) LD 2) ST 3) 4)

☐ B. Student does not meet specific TEA and Federal eligibility criteria for exceptional education (proceed to item XI).

\* If additional assessment is recommended, it must be completed according to the timeline specified in the ARD committee report.

WHITE-Exceptional Education Audit Folder

PINK-Parent's Copy

PINK-Exceptional Education Teacher or Permanent Record folder, if student does not qualify

\*Denotes Required Item

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